



## Rivelon Elementary

350 Thomas B. Eklund  
Orangeburg, South

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	262 Students	
<b>Principal</b>	Paulette H. Faust	803-534-2949
<b>Superintendent</b>	Mr. Melvin Smoak	803-534-5454
<b>Board Chair</b>	Mr. Julius Page	803-534-5454

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>At-Risk</b>
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

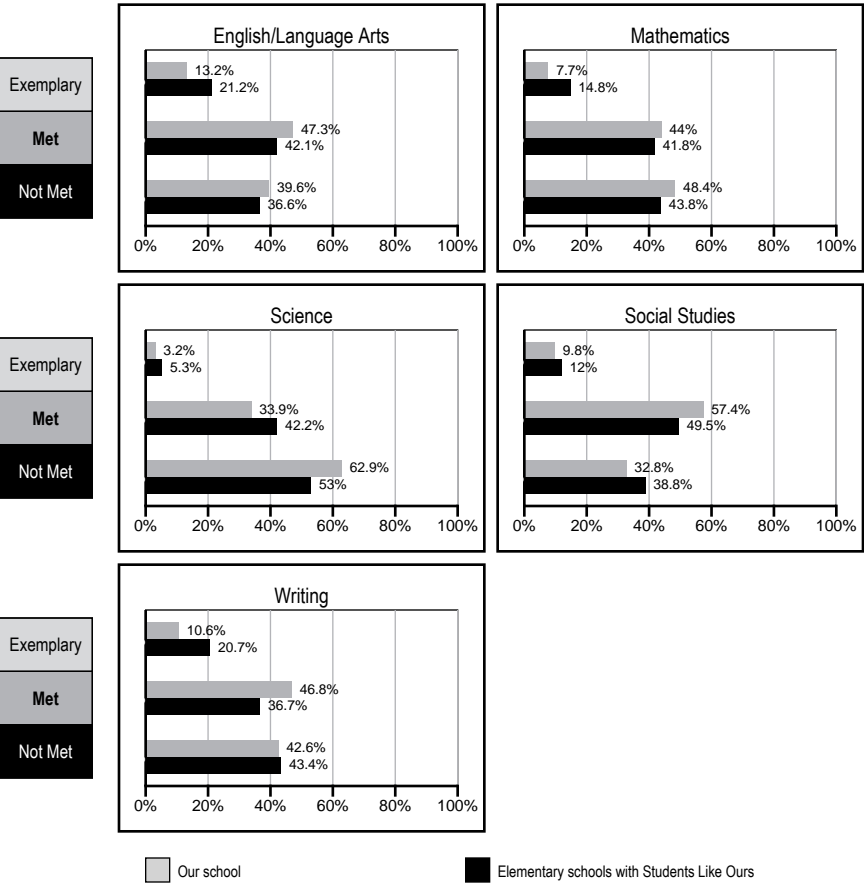
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	2	55	51	31

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=262)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	7.2%	Up from 5.0%	2.5%	1.9%
Attendance rate	95.5%	Down from 99.1%	96.0%	96.3%
Eligible for gifted and talented	0.0%	Down from 2.8%	2.8%	10.0%
With disabilities other than speech	7.8%	Up from 4.0%	7.4%	7.7%
Older than usual for grade	3.1%	Down from 3.2%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=19)</b>				
Teachers with advanced degrees	84.2%	Up from 75.0%	57.1%	59.4%
Continuing contract teachers	94.7%	Down from 95.0%	70.7%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.5%	Down from 94.7%	81.4%	85.9%
Teacher attendance rate	92.4%	Up from 90.8%	95.2%	95.1%
Average teacher salary*	\$50,484	Up 5.0%	\$45,650	\$47,149
Professional development days/teacher	13.9 days	Up from 9.0 days	10.8 days	11.1 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 11.2 to 1	16.5 to 1	18.8 to 1
Prime instructional time	86.5%	Down from 88.2%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,617	Up 8.9%	\$8,700	\$7,458
Percent of expenditures for instruction**	68.7%	Up from 65.5%	68.4%	68.8%
Percent of expenditures for teacher salaries**	61.6%	Up from 45.9%	61.9%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Rivelon Elementary School is located right outside the town limit of Orangeburg, SC. The school has a population of approximately 260 students. We take pride in being a community school.

Here at Rivelon, a school-wide Title I learning institution, we feel that developing the whole child is important. We achieved this goal by providing character education for all of our students. Through our guidance counselor, each grade level has scheduled guidance sessions. Of our students, 91 percent are African American, eight percent are Caucasian and two percent are Hispanic. Here, we try to address each subject using a different best-practice strategy or technique that will help our students relate the learning to real-world experiences.

Our fifth grade students participated in the State Superintendent's Writing Awards contest. We had several consultants who brought our instruction to a new level. The math, reading, social studies and science teachers were given intensive training in using manipulatives and hands-on activities with our students. We used technology as an essential part of our instructional program at Rivelon Elementary. Another way we strengthened our reading program this year was by continuing our successful Books and Breakfast Program. At Rivelon, we feel that it is our job to encourage and motivate our students so that they believe that they can become whatever they desire.

Paulette H. Faust, Principal  
Mary Allen, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	25	13
Percent satisfied with learning environment	100.0%	87.5%	84.6%
Percent satisfied with social and physical environment	100.0%	92.0%	81.8%
Percent satisfied with school-home relations	84.0%	95.8%	75.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	4.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.6%	0.0%	No
Student attendance rate	95.5%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	104	98.1	38.3	47.9	13.8	76.6	75.6	82.8	Yes	Yes
<b>Gender</b>										
Male	55	96.4	38.8	49	12.2	71.4	70.3	79.3	N/A	N/A
Female	49	100	37.8	46.7	15.6	82.2	81.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	82.8	89.5	I/S	I/S
African American	100	99	38.5	47.3	14.3	76.9	74.9	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	54.2	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	13	92.3	41.7	41.7	16.7	66.7	52.3	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	99	98	39.6	47.3	13.2	75.8	73	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	104	98.1	47.9	43.6	8.5	59.6	66.3	78.9	Yes	Yes
<b>Gender</b>										
Male	55	96.4	49	38.8	12.2	61.2	62.5	77	N/A	N/A
Female	49	100	46.7	48.9	4.4	57.8	70.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	3	I/S	I/S	I/S	I/S	I/S	77.3	87.2	I/S	I/S
African American	100	99	47.3	44	8.8	60.4	65.1	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.7	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	13	92.3	50	41.7	8.3	50	37.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	99	98	49.5	44	6.6	58.2	62.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	72	98.6	60	35.4	4.6	40	52.6	67.5
<b>Gender</b>								
Male	37	97.3	57.6	36.4	6.1	42.4	51.1	67
Female	35	100	62.5	34.4	3.1	37.5	54	68
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	64.7	79.5
African American	70	98.6	58.7	36.5	4.8	41.3	51.3	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	21.4	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	11	90.9	I/S	I/S	I/S	I/S	27.2	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	41.7	59.6
<b>Socio-Economic Status</b>								
Subsided meals	69	98.6	60.9	34.4	4.7	39.1	47.5	55.1

**Social Studies**

All Students	70	98.6	31.3	57.8	10.9	68.8	61.2	72.3
<b>Gender</b>								
Male	39	97.4	36.1	58.3	5.6	63.9	59	71.5
Female	31	100	25	57.1	17.9	75	63.6	73.2
<b>Racial/Ethnic Group</b>								
White	1	I/S	I/S	I/S	I/S	I/S	74.7	80.7
African American	68	98.5	30.6	58.1	11.3	69.4	60	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	30	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	39.3	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	67.9
<b>Socio-Economic Status</b>								
Subsided meals	67	98.5	32.3	58.1	9.7	67.7	56.8	62.1

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	105	94.3	42.6	46.8	10.6	57.4	61	70.2	95.5	95.8
<b>Gender</b>										
Male	56	94.6	48	46	6	52	54	63.2	95.8	95.5
Female	49	93.9	36.4	47.7	15.9	63.6	68.4	77.5	95.2	96.1
<b>Racial/Ethnic Group</b>										
White	4	I/S	I/S	I/S	I/S	I/S	64.8	79.1	89.9	94.4
African American	98	94.9	40.4	48.3	11.2	59.6	60.6	57.6	95.6	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	86.2	99.9	95.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	40	62.6	99.3	94
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	99.9	96.8
<b>Disability Status</b>										
Disabled	13	76.9	I/S	I/S	I/S	I/S	23.4	26.1	96.9	95.3
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.7
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	56.3	61.2	99.8	94.8
<b>Socio-Economic Status</b>										
Subsidized meals	99	95	44	46.2	9.9	56	57.5	58.9	95.4	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	38	100	35.3	47.1	17.6	64.7
	4	38	97.4	35.3	52.9	11.8	64.7
	5	28	96.4	46.2	42.3	11.5	53.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	38	100	41.2	44.1	14.7	58.8
	4	38	97.4	55.9	38.2	5.9	44.1
	5	28	96.4	46.2	50	3.8	53.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	20	100	N/AV	N/AV	N/AV	27.8
	4	38	97.4	52.9	41.2	5.9	47.1
	5	14	100	61.5	30.8	7.7	38.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	19	100	29.4	35.3	35.3	70.6
	4	38	97.4	20.6	76.5	2.9	79.4
	5	13	100	N/AV	N/AV	N/AV	38.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	38	97.4	38.2	38.2	23.5	61.8
	4	38	89.5	N/AV	N/AV	N/AV	60.6
	5	29	96.6	51.9	40.7	7.4	48.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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